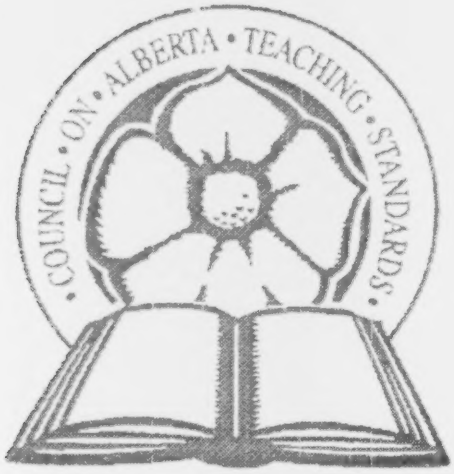
COUNCIL ON ALBERTA TEACHING STANDARDS



COATS ANNUAL REPORT

September, 1991

No matter what accomplishments you make, somebody helps you.

--Althea Gibson

COUNCIL ON ALBERTA TEACHING STANDARDS
MEMBERSHIP 1990 – 1991

CHAIRMAN:	Gerry Heck	-	Conference of Alberta School Superintendents
MEMBERS:	Jan Boon	-	Public Representative
	Steve Cymbol	-	Alberta Education
	Peter Ditchburn	-	Private Schools
	David Jeary	-	Alberta Teachers' Association
	Ken Mick	-	Teacher
	Eric Mokosch	-	Universities Coordinating Council
	LaVerne Noble	-	Teacher
	Shirley Paton	-	Teacher
	Paul Renfree	-	Teacher
	Shirley Valentine	-	Alberta School Boards' Association
EXECUTIVE SECRETARY:	Larry Rappel	-	Alberta Education

ADMINISTRATION

Eunice Barron	-Teacher Certification & Development Branch
Audrey Dean	-Legislative Services
Betty Fox-Hames	-Teacher Certification & Development Branch
Gary Johnson	-Teacher Certification & Development Branch
Larry La Rouche	-Teacher Certification & Development Branch
Jerry McKenna	-Attorney General
Larry Rappel	-Teacher Certification & Development Branch
Joanne Riediger-Duebel	-Teacher Certification & Development Branch

If you are planning for a year,
sow rice;
If you are planning for a decade,
plant trees;
If you are planning for a lifetime;
educate people.
-Chinese Proverb

COATS

The Council on Alberta Teaching Standards (COATS) advises the Minister of Education in the areas of teacher education, recognition of excellence, teacher certification, teacher evaluation and practice reviews of teachers. COATS also administers and oversees the Excellence in Teaching Awards program and the Practice Review of Teachers Regulation. The combination of monthly meetings of Council between August 1990 and June 1991, together with numerous sub-committee meetings made for an active year.

Sincere thanks goes out to members of the education community who shared their expertise and worked with COATS in a variety of activities.

Forum '90

In May 1990, COATS and the Minister of Education co-hosted Forum '90. COATS reviewed the recommendations from the forum and developed a three-faceted action plan. The plan was recommended to the Minister of Education and received approval in principle.

The Role of Schools and Teachers: A major theme that runs through the recommendations from Forum '90 is that society's expectations for its schools and teachers are not clear. COATS invited officers of the provincial educational organizations to consider this issue at a series of meetings from November 1990 to January 1991. A comprehensive study to clarify role expectations for schools and teachers was developed and recommended to the Minister in the spring of 1991. In response, the Minister directed COATS to work with Alberta Education to see if the study could be delimited. Representatives of COATS will be meeting with Alberta Education senior officials to discuss the matter.

Teacher Professional Development: The Teacher Professional Development Sub-Committee prepared a plan to bring action to the Forum '90 recommendations on professional development and other types of teachers' continuing education. The plan would see key members of the provincial educational organizations meet to set key objectives and agree on implementing the critical success factors needed to meet those goals. Independent and cooperative action would

follow. COATS has decided not to implement the plan until it has met with Alberta Education regarding the study of role expectations for teachers.

Teacher Supply/Demand and Teacher Preparation In April 1991, COATS struck a Task Force to address teacher education recommendations from Forum '90. Members were appointed by Alberta Education, the Alberta School Boards' Association, the Alberta Teachers' Association, the Association of Independent Schools and Colleges in Alberta, the Conference of Alberta School Superintendents, Faculte Saint-Jean, the University of Alberta, the University of Calgary and the University of Lethbridge. Alberta Advanced Education advises the Task Force through a program in place, U of L students who exercise the option of teaching during the fifth year of their B.Ed. will be issued Letters of Authority, for that purpose, at the discretion of the Registrar of Alberta Education.

Teacher Excellence

In September 1990, 255 certificates recognizing teachers for excellence in teaching were sent to Board Chairpersons for presentation at local ceremonies. On October 20, 1990, a ceremony was held in Edmonton to honour the recipients of Provincial Excellence in Teaching Awards.

In preparation for the 1991 Awards, COATS approved changes to the Awards program. The more significant changes were: 1) reducing the number of endorsements required to support a nomination, and 2) changes to the endorsement forms to provide more opportunities for anecdotal comments. During the winter, members of COATS' support staff participated in regional meetings of the Conference of Alberta School Superintendents and the Alberta School Boards' Association to explain the changes and to encourage participation in the program.

The provincial educational organizations once again joined in a spirit of partnership by appointing members to the Nomination Review Committee. The Committee met for a week in early July 1991 to review the nominations and make their recommendations to COATS. The names of Local and Provincial Award recipients will be announced by the Minister of Education in late summer or early fall 1991.

Work is ongoing to prepare and distribute this year's Award certificates and to organize the Provincial Award ceremony.

Teacher Evaluation

In 1988-89, COATS undertook a joint venture with Alberta Education to develop a research strategy to study the impact of the provincial teacher evaluation policy implemented in 1985. Due to budgetary considerations, the research strategy was not implemented. Subsequently, COATS continued to work with Alberta Education to develop a case study research strategy. A steering committee was established and a contract to conduct the study was awarded to a consortium of professors from the provincial faculties of education. Approximately 10 to 12 jurisdictions with varying characteristics will be included in the study. This strategy was chosen in order to gather significant data while reducing the cost of the project. The final report on the study is expected by June 1992.